



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2008
Code: 12091530
SAU: MSAD 15
School: Gray-New Gloucester Middle Sch

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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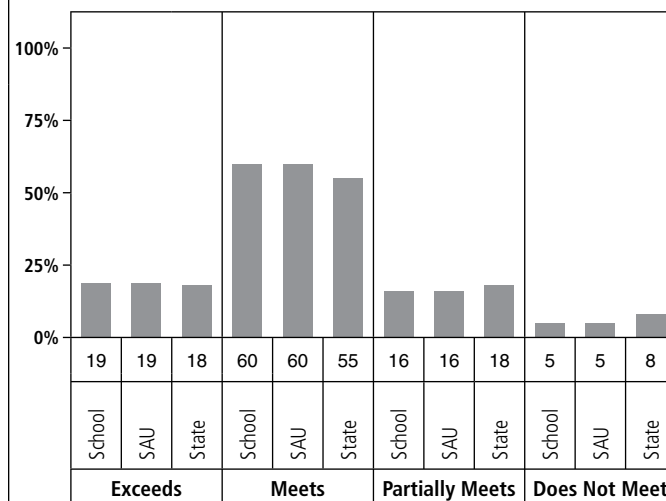
SUMMARY OF SCORES

Test Date: March 2008
Grade: 7
SAU: MSAD 15
School: Gray-New Gloucester Middle Sch

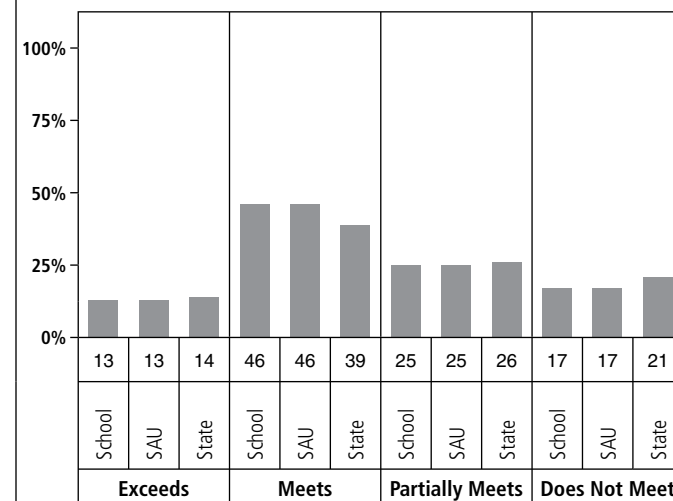
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	747	747	745
2006–2007	747	747	748
2007–2008	752	752	750
Cum. Avg. *	749	749	748
Mathematics			
2005–2006	739	739	740
2006–2007	740	740	742
2007–2008	745	745	743
Cum. Avg. *	741	741	742

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 7
 SAU: MSAD 15
 School: Gray-New Gloucester Middle Sch

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	156	100	156	100	14818	100	156	100	156	100	14698	99	156	100	156	100	14694	99												
Ethnicity African American/Black	2	1	2	1	381	3	2	100	2	100	372	98	2	100	2	100	375	99												
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99												
Asian or Pacific Islander	0	0	0	0	219	1	0	0	0	0	213	97	0	0	0	0	217	99												
Hispanic	0	0	0	0	178	1	0	0	0	0	176	99	0	0	0	0	177	100												
Caucasian/White	154	99	154	99	13927	94	154	100	154	100	13825	99	154	100	154	100	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	30	19	30	19	2556	17	30	100	30	100	2508	99	30	100	30	100	2497	98												
Current LEP	0	0	0	0	363	2	0	0	0	0	352	97	0	0	0	0	360	99												
Economically disadvantaged	41	26	41	26	5461	37	41	100	41	100	5408	99	41	100	41	100	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	127	81	127	81	12195	82	128	82	128	82	12215	82												
Identified disability (PET/IEP)	3	2	3	2	418	3	4	3	4	3	421	3												
LEP	0	0	0	0	183	2	0	0	0	0	183	1												
504 plan	5	4	5	4	181	1	5	4	5	4	182	1												
Participation with accommodations	28	18	28	18	2320	16	27	17	27	17	2303	16												
Identified disability (PET/IEP)	26	93	26	93	1912	82	25	93	25	93	1900	83												
LEP	0	0	0	0	159	7	0	0	0	0	173	8												
504 plan	1	4	1	4	56	2	1	4	1	4	55	2												
Other	2	7	2	7	244	11	2	7	2	7	226	10												
Participation through alternate assessment (PAAP)	1	1	1	1	178	1	1	1	1	1	176	1												
Identified disability (PET/IEP)	1	100	1	100	178	100	1	100	1	100	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	27	0	0	0	0	0	28	0												
Non-participation – other	0	0	0	0	93	1	0	0	0	0	96	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	7
SAU:	MSAD 15
School:	Gray-New Gloucester Middle Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	20	14	20	14	1769	11
	2006-2007	25	17	25	17	2630	18
	2007-2008	29	19	29	19	2604	18
	Cum. Total*	74	17	74	17	7003	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	78	56	77	55	7521	49
	2006-2007	72	49	72	48	7605	51
	2007-2008	93	60	93	60	8049	55
	Cum. Total*	243	55	242	54	23175	52
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	30	21	30	21	3773	24
	2006-2007	32	22	33	22	3000	20
	2007-2008	25	16	25	16	2672	18
	Cum. Total*	87	20	88	20	9445	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	12	9	14	10	2399	16
	2006-2007	19	13	20	13	1620	11
	2007-2008	8	5	8	5	1190	8
	Cum. Total*	39	9	42	9	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	36.6	65.4	36.6	65.4	35.3	63.0
Literary Text	28	50	18.1	64.6	18.1	64.6	17.3	61.8
Informational Text	28	50	18.5	66.1	18.5	66.1	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: MSAD 15
 School: Gray-New Gloucester Middle Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	155	29	19	93	60	25	16	8	5	752	155	19	60	16	5	752	14515	18	55	18	8	750
Ethnicity																						
African American/Black	2										2						365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	0										0						211	26	47	20	6	752
Hispanic	0										0						173	12	54	18	15	746
Caucasian/White	153	29	19	93	61	23	15	8	5	752	153	19	61	15	5	752	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	29	1	3	11	38	9	31	8	28	739	29	3	38	31	28	739	2330	2	30	36	32	735
No	126	28	22	82	65	16	13	0	0	755	126	22	65	13	0	755	12185	21	60	15	4	753
Current LEP																						
Yes	0										0						342	8	46	22	24	741
No	155	29	19	93	60	25	16	8	5	752	155	19	60	16	5	752	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	41	7	17	17	41	10	24	7	17	746	41	17	41	24	17	746	5299	9	51	26	14	745
No	114	22	19	76	67	15	13	1	1	754	114	19	67	13	1	754	9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	155	29	19	93	60	25	16	8	5	752	155	19	60	16	5	752	14514	18	55	18	8	750
Gender																						
Female	79	20	25	42	53	12	15	5	6	753	79	25	53	15	6	753	7084	24	55	15	6	752
Male	76	9	12	51	67	13	17	3	4	750	76	12	67	17	4	750	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						946	6	47	34	12	743
No	151	29	19	93	62	22	15	7	5	752	151	19	62	15	5	752	13569	19	56	17	8	750
Gifted/talented program																						
Yes	11	8	73	3	27	0	0	0	0	766	11	73	27	0	0	766	574	61	38	1	0	765
No	144	21	15	90	63	25	17	8	6	750	144	15	63	17	6	750	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 7
 SAU: MSAD 15
 School: Gray-New Gloucester Middle Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	3	60	1	20	1	20	744	3	0	60	20	20	744	6	9	42	24	25	741
B. less than one hour	39	10	17	36	60	11	18	3	5	752	39	17	60	18	5	752	50	17	56	19	8	750
C. one to two hours	52	19	24	48	60	10	13	3	4	753	52	24	60	13	4	753	40	20	58	16	6	752
D. more than two hours	6	0	0	6	60	3	30	1	10	744	6	0	60	30	10	744	4	19	49	21	11	749
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	9	18	31	61	9	18	2	4	752	33	18	61	18	4	752	36	24	58	14	5	753
B. They match some of what I have learned.	54	17	20	52	62	12	14	3	4	752	54	20	62	14	4	752	50	16	58	19	8	749
C. They match just a little of what I have learned.	12	3	16	9	47	4	21	3	16	748	12	16	47	21	16	748	11	13	45	26	16	745
D. There is no match.	1	0	0	1	100	0	0	0	0	760	1	0	100	0	0	760	3	4	35	29	31	737
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	25	15	39	21	55	0	0	2	5	758	25	39	55	0	5	758	28	35	52	9	5	756
B. good	59	14	15	58	64	15	16	4	4	751	59	15	64	16	4	751	52	15	60	18	7	750
C. fair	16	0	0	13	52	10	40	2	8	742	16	0	52	40	8	742	18	3	49	33	15	742
D. poor	1	0	0	1	100	0	0	0	0	758	1	0	100	0	0	758	2	2	41	28	29	738
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	15	6	26	12	52	3	13	2	9	751	15	26	52	13	9	751	16	13	48	23	16	745
B. about the same as my regular schoolwork	69	17	16	69	64	18	17	3	3	752	69	16	64	17	3	752	65	18	57	18	7	750
C. easier than my regular schoolwork	16	6	25	12	50	4	17	2	8	751	16	25	50	17	8	751	19	21	57	16	6	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	5	1	14	2	29	2	29	2	29	741	5	14	29	29	29	741	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	56	15	17	52	60	15	17	4	5	751	56	17	60	17	5	751	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	40	12	20	39	64	8	13	2	3	754	40	20	64	13	3	754	36	28	58	10	4	755
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	57	14	16	59	69	11	13	2	2	753	57	16	69	13	2	753	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	39	14	24	32	54	10	17	3	5	752	39	24	54	17	5	752	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	5	1	14	2	29	3	43	1	14	743	5	14	29	43	14	743	5	9	46	26	19	743
How much time do you spend reading at home each day?																						
A. more than one hour	17	6	23	17	65	2	8	1	4	753	17	23	65	8	4	753	17	25	57	13	6	753
B. 20 minutes to an hour	47	15	21	45	62	11	15	2	3	753	47	21	62	15	3	753	45	22	56	16	6	752
C. less than 20 minutes	12	3	16	14	74	1	5	1	5	754	12	16	74	5	5	754	13	14	56	21	9	748
D. I rarely read at home.	24	5	14	17	46	11	30	4	11	746	24	14	46	30	11	746	24	8	53	26	13	745
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	2	67	1	33	0	0	743	100	0	67	33	0	743						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 7
SAU: MSAD 15
School: Gray-New Gloucester Middle Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	11	8	11	8	1646	11
	2006-2007	13	9	13	9	2142	14
	2007-2008	20	13	20	13	2028	14
	Cum. Total*	44	10	44	10	5816	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	47	34	47	33	5497	36
	2006-2007	53	36	53	35	5642	38
	2007-2008	71	46	71	46	5703	39
	Cum. Total*	171	39	171	38	16842	38
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	54	39	54	38	4514	29
	2006-2007	57	39	58	39	4077	27
	2007-2008	38	25	38	25	3733	26
	Cum. Total*	149	34	150	34	12324	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	28	20	29	21	3797	25
	2006-2007	25	17	26	17	3001	20
	2007-2008	26	17	26	17	3054	21
	Cum. Total*	79	18	81	18	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	9.7	60.6	9.7	60.6	8.8	55.0
Cluster 2: Shape and Size	14	25	5.7	40.7	5.7	40.7	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	3.6	45.0	3.6	45.0	3.5	43.8
Cluster 4: Patterns	18	32	7.6	42.2	7.6	42.2	7.9	43.9

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: MSAD 15
 School: Gray-New Gloucester Middle Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	155	20	13	71	46	38	25	26	17	745	155	13	46	25	17	745	14518	14	39	26	21	743
Ethnicity																						
African American/Black	2										2						372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	0										0						216	25	34	23	18	748
Hispanic	0										0						175	9	32	30	29	737
Caucasian/White	153	20	13	71	46	37	24	25	16	745	153	13	46	24	16	745	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	29	2	7	4	14	9	31	14	48	732	29	7	14	31	48	732	2321	2	16	26	55	727
No	126	18	14	67	53	29	23	12	10	747	126	14	53	23	10	747	12197	16	44	26	15	746
Current LEP																						
Yes	0										0						356	7	23	24	45	731
No	155	20	13	71	46	38	25	26	17	745	155	13	46	25	17	745	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	41	5	12	13	32	12	29	11	27	740	41	12	32	29	27	740	5301	5	31	31	33	736
No	114	15	13	58	51	26	23	15	13	746	114	13	51	23	13	746	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	155	20	13	71	46	38	25	26	17	745	155	13	46	25	17	745	14517	14	39	26	21	743
Gender																						
Female	79	9	11	38	48	19	24	13	16	745	79	11	48	24	16	745	7086	14	40	26	20	743
Male	76	11	14	33	43	19	25	13	17	744	76	14	43	25	17	744	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						946	4	23	36	37	733
No	151	20	13	71	47	36	24	24	16	745	151	13	47	24	16	745	13572	15	40	25	20	743
Gifted/talented program																						
Yes	11	10	91	1	9	0	0	0	0	772	11	91	9	0	0	772	575	64	31	3	1	765
No	144	10	7	70	49	38	26	26	18	742	144	7	49	26	18	742	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: MSAD 15
School: Gray-New Gloucester Middle Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	20	3	60	1	20	736	3	0	20	60	20	736	6	7	29	26	37	734
B. less than one hour	39	9	15	26	43	17	28	8	13	746	39	15	43	28	13	746	50	13	39	26	22	742
C. one to two hours	52	10	13	41	51	14	18	15	19	745	52	13	51	18	19	745	40	15	42	26	17	744
D. more than two hours	6	1	10	3	30	4	40	2	20	738	6	10	30	40	20	738	4	16	37	23	24	742
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	32	7	14	24	48	13	26	6	12	746	32	14	48	26	12	746	32	21	40	23	16	747
B. They match some of what I have learned.	50	13	17	37	47	13	17	15	19	746	50	17	47	17	19	746	50	12	42	27	19	743
C. They match just a little of what I have learned.	15	0	0	9	38	12	50	3	13	739	15	0	38	50	13	739	15	7	32	31	30	737
D. There is no match.	2	0	0	1	33	0	0	2	67	733	2	0	33	0	67	733	3	4	17	21	58	726
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	22	14	41	19	56	0	0	1	3	759	22	41	56	0	3	759	25	34	42	13	11	753
B. good	46	6	8	36	51	19	27	10	14	744	46	8	51	27	14	744	47	10	45	27	18	743
C. fair	28	0	0	15	34	18	41	11	25	737	28	0	34	41	25	737	23	3	30	36	32	735
D. poor	4	0	0	1	17	1	17	4	67	724	4	0	17	17	67	724	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	44	10	15	29	43	18	26	11	16	745	44	15	43	26	16	745	36	6	38	29	27	738
B. about the same as my regular schoolwork	52	10	13	39	49	19	24	12	15	745	52	13	49	24	15	745	53	13	42	27	18	744
C. easier than my regular schoolwork	5	0	0	3	43	1	14	3	43	735	5	0	43	14	43	735	11	40	32	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	54	13	15	38	45	22	26	11	13	746	54	15	45	26	13	746	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	41	7	11	30	47	13	20	14	22	743	41	11	47	20	22	743	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	3	43	3	43	1	14	737	5	0	43	43	14	737	5	10	27	27	36	736
How often do you use laptops in mathematics class?																						
A. almost every day	5	1	14	0	0	2	29	4	57	731	5	14	0	29	57	731	9	15	37	25	23	742
B. two or three days a week	29	5	11	21	48	12	27	6	14	744	29	11	48	27	14	744	20	13	41	26	20	743
C. two or three times each month	29	6	14	20	45	10	23	8	18	744	29	14	45	23	18	744	30	15	40	27	18	744
D. never or almost never	38	8	14	30	51	13	22	8	14	748	38	14	51	22	14	748	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	7	0	0	5	45	2	18	4	36	735	7	0	45	18	36	735	20	17	39	23	22	744
B. two or three days a week	47	10	14	30	41	19	26	14	19	744	47	14	41	26	19	744	29	16	40	25	19	744
C. two or three times a month	32	6	12	24	48	12	24	8	16	745	32	12	48	24	16	745	26	13	40	28	20	743
D. never or almost never	14	4	19	12	57	5	24	0	0	752	14	19	57	24	0	752	24	10	39	27	24	740
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	1	20	0	0	2	40	2	40	738	3	20	0	40	40	738	8	7	32	26	35	736
B. 30–45 minutes	23	2	6	5	14	17	49	11	31	735	23	6	14	49	31	735	41	12	38	27	23	741
C. 45–60 minutes	61	15	16	58	61	14	15	8	8	749	61	16	61	15	8	749	41	17	42	24	16	745
D. more than 60 minutes	13	2	10	8	40	5	25	5	25	740	13	10	40	25	25	740	10	15	38	25	22	743
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	3	100	0	0	734	100	0	0	100	0	734						
C.	0										0											
D.	0										0											